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APSTRACT

This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature lists 70 documents which review suggested techniques to increase levels of motivation in school and at home. (SD)

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ED 082108

searchlight

Relevant Resources in High Interest Areas

5U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search reviews suggested techniques for use in school and at home to increase levels of motivation.
(70 document abstracts retrieved)

$1.00

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CG 400 087

Counseling for Achievement Motivation

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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ERIC Documents

ED 048 935 PS 004 514

Adkins, Dorothy C.

Programs of Head Start Parent Involvement in Hawaii. A Section of the Final Report for 1969-70.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 71

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Home Programs, Home Visits, *Language Programs, Mathematics Curriculum, *Motivation, Parent Child Relationship, Parent Conferences, *Parent Education, *Parent Participation

Identifiers—*Head Start, Language for Preschool, Mathematics for Preschool

Presents the evolution of participation programs for Head Start parents which were conducted by the University of Hawaii Center for Research in Early Childhood Education from 1967-1968 through 1970. Each year's shifting emphasis was based on experience with programs tried earlier, on shifting interests of staff and particular communities involved in other aspects of the year's research program, and on aspects of the overall research design of that year. Programs of group meetings and individual home visits were explored. Various types of parent participation programs in conjunction with curricular modules in the cognitive and motivational realms were assessed. The major conclusion is that broad generalization is not possible from small and short term attempts to alter parental attitudes and practices. Parent programs may not be the most effective way to improve cognitive abilities and behavior of preschool children. (Author/WY)

ED 049 492 CG 006 303

Andrews, Henry B. Williams, Robert L.

The Effects of Group Contingent Reinforcement on Student Behavior.

Tennessee Univ., Knoxville.

Pub Date 70

Note—28p.

Available from—Henry B. Andrews, 484 Millett, Wright State University, Colonel Glen Highway, Dayton, Ohio 45431 (No price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Behavior Change, Experimental Psychology, *Group Behavior, *Junior High School Students, Peer Relationship, Reinforcement, Remedial Mathematics, *Task Analysis

Nine seventh- and eighth-grade students who had a history of poor math achievement were selected to participate in the study. Base rate data was gathered which indicated the percent of time the students were engaged in behaviors relevant to the assigned academic tasks. During treatment a clock buzzer apparatus was placed in the room, and the students were told that they could earn free-time contingent on concomitant task relevant behavior by all the class members. The clock was allowed to run when the entire class was working on the assigned materials, which provided a visual display of the cumulative earned free-time. When any of the students behaved inappropriately, the clock was turned off and a buzzer was sounded. The group contingent conditions substantially increased the percent of task relevant behavior emitted by the subjects. A treatment reversal reduced the level of appropriate behavior, and reintroduction of group contingencies again markedly increased the group level of task relevant behavior. Alteration of teacher contingencies had little apparent effect on the students' behavior. (Author)

ED 049 493 CG 006 304

Blackman, Evelyn L.

The Motivational Effect of Values as Content in Group Counseling with Underachieving Adolescents.

Pub Date Apr 71

Note—15p.; Paper presented at the California Educational Research Association in San Diego, California, April 29-30, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Adolescents, Behavior, Counseling, *Group Counseling, Group Discussion, Group Experience, Groups, *Motivation, Pupil Personnel Services, Student Motivation, *Underachievers, *Values

Identifiers—Rokeach Value Survey

Sixty-one adolescent subjects, defined as underachieving and non-motivated and who had been disciplinary problems at school, participated in one of three groups: (1) the experimental group which received vocational orientation and group counseling, (2) a control group which received vocational orientation only; and (3) a control group which received neither. All groups were given the Rokeach Value Survey, the results of which comprised the content for the experimental group's counseling sessions. Results indicated that group counseling, where the content induced meaningful self-revelation, had extended to improvement in achievement and a deceleration of disciplinary referrals. No positive changes were found in the two control groups. It is concluded that group counseling is effective with the population described and that the use of discussions of life values is a viable motivating force. (TL)

ED 052 228 TM 000 630

Blai, Boris Jr.

Roommate-Impact Upon Academic Performance.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No—IRR-71-6

Pub Date Feb 71

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Grouping, Ability Identification, *Academic Performance, *College Freshmen, Environmental Influences, Grade Point Average, Grade Prediction, *Heterogeneous Grouping, Homogeneous Grouping, Junior Colleges, *Performance Factors, Student Grouping

Identifiers—Roommates

It has been hypothesized that a student will develop more fully academically if grouped with students of similar ability. A study was undertaken at Harcum Junior College to assess the effect upon academic performance of the assignment of roommates with varying high school academic records. For investigation purposes students were identified as above average, average, and below average. Four groups were then formed: Group I paired above average students with average students; Group II, average with average; Group III, above average with below average; and Group IV, below average with below average. Analysis of results indicated that significantly higher levels of academic achievement could be attained by average and below average achievers by assigning them as roommates to above average academic achievers. (CK)

ED 051 648 EM 008 998

Bond, Nicholas A., Jr.

Motivating the Student in CAI Technical Courses.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office

Report No—TR-68

Pub Date Jun 71

Note—84p.; Behavioral Technology Laboratories series

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, *Disadvantaged Youth, Educational Programs, *Job Training, Literature Reviews, *Military Training, *Motivation Techniques, Psychological Needs, Reinforcement, Rewards, Student Motivation, Technical Education, Urban Youth

Student motivation is a central issue in computer-aided instruction (CAI), since even the most sophisticated teaching programs will require directed and sustained effort at the learning task. Technical students, who have to master long and difficult courses, present special motivational problems. A review of the literature indicates that motivators for technical students can be classified under three main headings: task-related or "intrinsic" factors, need related or "dynamic" determinants, and external rewards. It appears that elements of these motivators may be useful in encouraging CAI students in technical courses. To illustrate the application of motivating factors, a potential system which utilizes techniques from all three classes of motivators is proposed, first in the context of a military training course in radar repair and then in a job training program for disadvantaged youth. The system classifies students according to certain dynamic variables such as need achievement. Other features of the system include rewards of time off or cash for successful learning and student participation in goal-setting. (Author/JY)

ED 049 273 TM 000 445

Egelston, Richard L.

Test Achievement: Expectation and Reality.

Pub Date Feb 71

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, *Achievement, *Aspiration, *Curriculum Development, Educational Needs, Grade Prediction, Performance Criteria, *Prediction, Reinforcement, Sciences, *Self Evaluation

Levels of aspiration and student predictions as applied to test performance were employed in this longitudinal investigation of the process of self-evaluation. Two hundred and ten students from a rural secondary school in general and earth science classes were grouped according to previously demonstrated academic ability. Throughout the school year, the students were asked to predict the percentage score they would receive on each unit test they took immediately before and after its administration. Although explicit instructions about how to make predictions were not given, several students were able to improve their predictions over time. More able students tended to be more accurate in their predictions than the less able; and there appeared to be no sex differences operating. Trend analyses were conducted to ascertain the effect of practice upon learning how to make realistic predictions. The rate of improvement tended to be higher for high ability students, who gained the most from repeated performance. It is suggested that, since the study was limited to the familiar task of test taking, students were more likely to assess their performance accurately on this activity than on a less familiar one. Because many important decisions must be made by the individual, on the basis of ability and interests, after he has left the formal educational setting, a strong recommendation is made for the teaching of self-appraisal techniques within the regular school curriculum. The science classes are proposed as a logical place to start such instruction. (TA)

ED 049 517 EA 003 347

Estes, Nolan

Education Performance Contracting: The Dallas Project.

Pub Date 21 Feb 71

Note—16p.; Paper presented at American Association of School Administrators Annual Convention (Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Consultants, *Dropout Prevention, *Educational Accountability, Evaluation Criteria, *Management Systems, Measurement, *Performance Contracts, *Program Planning, Speeches, Student Motivation

Identifiers—Achievement Motivation, Dallas Project

This report discusses performance contracting as one means of implementing educational accountability. It describes the planning for and main features of the Dallas, Texas, performance contract -- the Guaranteed Student Performance in Education and Training Program that uses a multifaceted approach to remove math, reading, and motivation deficiencies. The unique part of this program -- the achievement motivation component -- will be concerned with occupational training in conjunction with 25 local employers. Related documents are EA 003 356, EA 003 358, EA 003 391, and EA 003 387. (JF)

ED 049 337 UD 011 434

Ferritor, D. E. And Others

Effects of Contingent Reinforcement for Attending Behavior on Work Accomplished.

Spons Agency—Central Midwestern Regional Educational Lab., Inc., Memphis, Tenn.; Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *Behavior Change, Behavior Problems, Classroom Techniques, *Elementary School Students, *Inner City, Intervention, Learning Processes, Mathematics Instruction, Misbehavior, Problem Solving, *Reinforcement, Student Behavior, Teaching Techniques, Urban Schools

The effects of behavioral and performance contingencies on classroom behavior and on academic performance were investigated. The subjects, third grade students from an inner city elementary school, were exposed to a series of conditions including baseline, behavior contingencies, performance contingencies,' and a mix of behavior and performance contingencies using a reversal design. The students worked 100 randomly selected mathematics problems for 20 minutes each day during each period. Behavioral contingencies improved attending and decreased disruptions but did not improve performance. Performance contingencies increased per cent correct problems but attending declined and disruptions increased. The combined contingencies increased both performance and attending. The experiment was replicated with another class of children varying the sequence of conditions and the amount of token reinforcement that could be earned. The findings emphasize the importance of designing specific contingencies for specific target behaviors. Behavioral contingencies did not have the positive effect on performance often implied, nor were performance contingencies alone able to maintain acceptable classroom behavior. (Author/JM)

ED 048 707 EC 031 983

Folman, R. Budoff, Milton

Learning Potential Status and Vocational Interests and Aspirations of Special and Regular Class Adolescents. Volume 1, Number 7.

Research Inst. for Educational Problems, Cambridge, Mass.

Pub Date 70

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aspiration, *Educable Mentally Handicapped, *Exceptional Child Research, Junior High School Students, Learning Characteristics, Self Concept, *Vocational Interests

Junior highschool students in three special classes for the educable retarded and regular class children from three low-track sections were administered the Kohs block designs and assigned a learning potential status: highscorer, gainer, or nongainer. All subjects were then interviewed individually in a 1-hour session in which questions relating to vocational areas were asked. One third of the regular and special class students held after-school jobs and the majority aspired to jobs similar to those they expected to attain after leaving school. The special class sample, however, desired and expected to obtain lower level jobs than the regular class subjects. Within the special class sample, highscorers held low job aspirations, seemed most knowledgeable about reported choices giving the impression of a motivational pattern attuned to minimize failure. The nongainer (low able student according to the criteria) tended to respond more similarly to regular class students, but were not able to give any solid evidence of having tested the reality of the responses. Nongainers were viewed as functioning like a mentally retarded child while the highscorers and gainers were felt to be educationally retarded. (RJ)

ED 050 413 24 CG 006 418

Gaa, John P.

Goal Setting: Review of the Literature and Implications for Future Research. Working Paper Number 47. Report from the Project on Variables and Processes in Cognitive Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-47

Bureau No—BR-5-0216

Pub Date Oct 70

Contract—OEC-5-10-154

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Classroom Research, *Educational Research, Expectation, *Literature Reviews, *Motivation Techniques, Objectives, Psychological Studies

Laboratory research and initial studies of the effects of goal setting in the classroom indicate that goal setting increases achievement. Thus, goal setting may prove to be an effective motivational technique for use in the schools. Goal setting, however, is influenced by many factors such as knowledge of results, explicitness of goals, difficulty of goals, origin of goals, and monetary incentives. Research concerning the effects of these factors is reviewed to provide a basis for the development of classroom goal setting procedures. Classroom studies dealing with conferences and with goal setting are also summarized. Suggestions are provided for research to delineate the effects of goal setting variables in the classroom and for formative evaluations of goal setting procedures. (Author)

ED 053 816 PS 004 929

Gaa, John P.

The Use of Individual Goal-Setting Conferences as a Motivational Technique.

Pub Date [70]

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, Attitudes, Classroom Research, *Conferences, Elementary School Students, *Goal Orientation, *Motivation

This study examined the effect of goal-setting on the achievement and attitudes of 108 boys and girls from grades 1-4. Pupils in Group I participated in four goal-setting conferences with the experimenter. Pupils in Group II also had conferences but class study topics were discussed and students did not set goals. Group III was a control group receiving only classroom instruction in reading skills. Two attitude measures were administered to all pupils along with an experimenter-developed and a criterion-referenced achievement test. The experimental design was a 3x3x2 randomized block design with three treatments, three levels of previous achievement, and two sexes. Findings indicate that the use of an individual goal-setting conference can improve the classroom motivation of pupils. The confounding of other factors makes present findings tentative. Suggestions for future research include beginning with a more precise delineation of the attributes of goal-setting. (WY)

ED 051 547 EA 003 500

Jung, Steven M. And Others

Study of the Use of Incentives in Education and the Feasibility of Field Experiments in School Systems. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—AIR-2027-1-71-FR

Pub Date 29 Jan 71

Contract—OEC-0-70-5035

Note—152p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bibliographies, Data Analysis, *Educational Accountability, Educational Experiments, *Feasibility Studies, Feedback, *Incentive Systems, Input Output Analysis, Learning Theories, Literature Reviews, *Motivation, Multiple Regression Analysis, Performance Contracts, *Reinforcement, Social Reinforcement

This document reports the results of a 6-month investigation into the possibility of instituting operational incentive systems in schools. An experiment is suggested that would examine the effects of a wide range of monetary and nonmonetary rewards on students, teachers, administrators, and parents based on demonstrated gains in student performance objectives in reading and mathematics. Considerable attention is focused on the collection of process and output information and the suggested use of existing school records, self-report instruments, indepth interviews, behavioral observations, and functional-level paper and pencil tests. The basic structure of a multiyear experimental program encompassing several sites is presented, with suggestions for potential local, State, and Federal funding. Appendixes include documentation of the EZ Sort file, documentation of several current projects that make use of incentives to students, and letters of interest from school districts that were contacted as part of the feasibility study. (Author)

ED 048 943 PS 004 537

Kowatrakul, Surang And Others

"Need Achievement" Training for Head Start Children and Their Mothers.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date [70]

Note—36p.

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Need, Disadvantaged Youth, Goal Orientation, Group Dynamics, *Intelligence Quotient, *Intervention, Mothers, *Motivation, Negro Youth, Parent Participation, Preschool Children, Reinforcement, Tables (Data), Testing, *Training

Identifiers—Head Start

This paper reports a short term intervention in the area of "need to achieve" among disadvantaged preschoolers. Changes in measured intelligence were also examined. The study hypothesized that children receiving need for achievement ("n"-Ach) training would score higher on intelligence tests and evidence more of an increase in need for achievement, as measured by the Aronson Graphic Expressions, than children not receiving such training. The 84 black subjects, 46 boys and 38 girls, were divided into two "n"-Ach training groups and two control groups. All subjects were pretested with the Aronson Graphic Expressions design. "N"-Ach treatment for the experimental groups consisted of one hour of training each morning on Head Start school days for three months. The tasks of the trainer were: (1) training in goal setting, (2)

development of achievement language ("I will try harder," "I did it"); (3) development of cognitive supports; and (4) development of group supports. Posttests given were the Standford Binet and Aronson Graphic Expressions. The tested IQ change occurred in the predicted direction but was not significant and there were no significant differences between the two groups in "n"-Ach. The mothers of the children tested were also subjects in a separate "n"-Ach training program. [Not available in hard copy due to marginal legibility of original document.] (AJ)

ED 049 880 RC 005 266

Kavlesky, William P. Reynolds, David H.

Educational Aspirations and Expectations of Youth: A Bibliography of Research Literature. II.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—DIR-70-5

Pub Date Dec 70

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Aspiration, *Bibliographies, *Educational Research, *Rural Youth, *Work Life Expectancy, Youth Opportunities

The second part of a revised series of bibliographic listings relating to the study of educational status projections (aspirations and expectations) of youth is presented. The original bibliographic listings were accomplished in 1966 and were updated in 1967. The current document replaces Part II of the 1967 report and contains an additional 98 listings (for a total of 421 citations). Specific sources include books, journal articles, bulletins, reports, and unpublished materials made available between 1949 and 1969. (AL)

ED 049 868 RC 005 236

Marcano, James P. Lewis, Richard C.

Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement.

State Univ. of New York, Geneseo. Center for Migrant Studies.

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Geneseo. Coll. of Arts and Science.

Pub Date [70]

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, *Academic Achievement, Behavior, Family Influence, Migrant Adult Education, *Migrant Children, *Parent Attitudes, *Puerto Ricans, *Self Concept

The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Specific aspects investigated were (1) Can the images and expectations which migrant parents hold for their low-achieving children be positively modified? (2) Will systematically increased images and expectations as perceived by migrant children result in enhanced self-concepts of ability" and (3) Will enhanced self-concepts of ability result in significant increases in academic achievement? A sample of 21 children of Puerto Rican descent, 12 in the experimental group (aged 6 to 16) and 9 in the control group (aged 7 to 14), was utilized in a pre-post design. Data collected through the administration of the reading and arithmetic subtests of the "Metropolitan Achievement Test" and a Spanish translation of the "Michigan State General Self-Concept of Ability Scale" were analyzed by a t-tailed t-test for related measures. The results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement of the experimental group, as measured by the instruments described, increased significantly. (Author/MB)

ED 052 481 CG 006 486

McClelland, David C. Alschuler, Alfred S.

Achievement Motivation Development Project. Final Report. Appendix IV, Part 2.

Harvard Univ., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1231

Pub Date Apr 71

Grant—OEG-0-8-071231-1747

Note—197p.

Available from—Education Ventures, Inc., Middletown, Conn.

Document Not Available from EDRS.

Descriptors—*Achievement, Curriculum, Curriculum Guides, *Educational Innovation, Educational Needs, *Instructional Materials, Learning Motivation, *Motivation, Psychological Needs, *Secondary School Students, Student Needs

The Achievement Motivation Development Project is described. The Project has culminated in the development of course materials designed explicitly to promote aspects of psychological growth. As such, it is viewed as but one thrust in an emerging psychological education movement. Achievement motivation is defined as a way of planning, a set of feelings and a set of action strategies, all concerned with striving for excellence. The achievement motivation course materials, which are fully elaborated, relate to 12 general' propositions about motive acquisition. The overall program is designed to help young people succeed in getting what they want through their own efforts. The five program components include: (1) Who Am I, which concerns student self concept and self esteem; (2) the Ring Toss Game, which is a vehicle to help students discover the action strategies relevant to striving for excellence; (3) Ten Thoughts, which is geared to help students more easily conceptualize and generalize the achievement motive to other life experiences; (4) the Origami Game which promotes learning through experience, conceptualization and generalization; and (5) Aiming, in which the emphasis is on real goals achievable through achievement motivation. (TL)

ED 050 560 EM 008 920

Mager, Robert F. Pipe, Peter

Analyzing Performance Problems; or "You Really Oughta Wanna".

Pub Date 70

Note—109p.

Available from—Fearon Publishers, Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002 ($2.75)

Document Not Available from EDRS.

Descriptors—Adjustment Problems, Check Lists, *Educational Needs, Employer Employee Relationship, Feedback, *Flow Charts, Job Satisfaction, Low Achievement Factors, *Motivation, Negative Reinforcement, Performance, Performance Criteria, *Performance Factors, Positive Reinforcement, Skill Development, Student Teacher Relationship, Task Analysis, *Training Objectives, Vocational Adjustment

When faced with a discrepancy between the actual and the desired performance of a student, employee, or acquaintance, the usual course of action is to "train, transfer, or terminate" the individual. The authors believe that while these may sometimes be appropriate solutions appropriately applied, more often they are not. They offer a procedure for dealing with such a performance discrepancy in a step-by-step manner. Their procedure, which follows the form of a flow chart, assists in analyzing the nature and cause of performance discrepancies. A performance discrepancy caused by a skill deficiency is differentiated from one caused by a lack of motivation or negative feedback. Once the cause of the problem is correctly identified, the procedure suggests appropriate remedies, including formal training, practice, positive reinforcement, or simply adequate feedback. The key ideas are illustrated by actual cases and anecdotes. A quick reference checklist summarizes the issues and questions to be raised when using this procedure. (JY)

ED 050 013 SP 004 723

Mayberry, William E.

The Effects of Perceived Teacher Attitudes on Student Achievement.

Pub Date 70

Note—16p.; Based on author's doctoral dissertation, University of Illinois; presented at AERA annual meeting, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, College Students, College Teachers, Course Content, Role Playing, *Student Behavior, *Student Reaction, *Student Teacher Relationship, *Teacher Attitudes

From a prepared script, teacher behavior indicating positive and negative attitudes toward students and toward the course material was role played before 16 introductory psychology classroom groups. The treatments were crossed in a 2x2 design. Each class session consisted of the experimental treatment embedded in a 15-minute lecture, an achievement test on the lecture material, and an attitude questionnaire to check on the manipulations. Results indicated that task attitudes exhibited by the instructor influenced student achievement, while interpersonal attitudes did not. It was also noted that while the group with the highest achievement scores had an instructor with positive attitudes toward students and toward course material, the group with the lowest scores had an instructor with positive attitudes toward students and negative attitudes toward the course material. This suggests that the attitude exhibited by the teacher toward the material he is teaching exerts more influence on student achievement as it is typically measured than his attitude toward students as individuals. (Author/RT)

ED 050 193 UD 011 478

Motivation Center.

Youngstown Public Schools.

Pub Date 70

Note—73p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, Experimental Programs, *Individualized Instruction, *Motivation Techniques, *Self Concept, Student Motivation

Identifiers—Ohio, Youngstown Public Schools

This report of the Youngstown (Ohio) Public Schools concerns the operation of their Motivation Center program, funded by Title I of ESEA. The purpose of the Motivation Center is to establish a working and learning environment in which the emphasis will be on building and improving the pupil's self-image. It is specifically designed to provide incentives for the child whose functional level is considerably below his potential. The approach to learning is structured, flexible, and innovative, without the usual pressures and conformities expected in the average classroom. The plan provides for individualized instruction and a prescriptive program for each child. The bulk of this report is a description of radical curriculum and teaching strategies in reading, social studies, mathematics, and science. Since this is basically a program design, there is no discussion of program implementation. (Several pages of this reproduced document will be totally illegible.) (Author/JW)

ED 048 613 CG 006 276

Salomone, Paul R

Client Motivation and Rehabilitation Counseling Outcome.

Syracuse Univ., N Y

Pub Date 70

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling, Employment, Employment Potential, *Employment Problems, *Employment Programs, Low Motivation, *Motivation, Vocational Education, *Vocational Rehabilitation, Vocational Retraining

Identifiers—Minnesota Division of Vocational Rehabilitation, Minnesota Multiphasic Personality Inventory

This study investigates the relationship between client motivation or lack of motivation for vocational rehabilitation services, and rehabilitation outcome. Clients who had received services at a rehabilitation center during a two year period were rated on their level of motivation for rehabilitation services using the contents of diagnostic reference reports. A "motivated" group and an "unmotivated" group were thus identified. Using the Minnesota Division of Vocational Rehabilitation case closure, the results indicated that motivated clients were more frequently "closed employed" than unmotivated clients. Several demographic variables did not differentiate the two motivation groups, but the group judged unmotivated had a higher mean score on the Psychopathic deviate scale of the Minnesota Multiphasic Personality Inventory than did the motivated group. Discussion includes an examination of the case closure systems of private and public rehabilitation agencies and some consideration of agency administrative barriers which may promote client lack of motivation for rehabilitation services. (Author)

ED 050 639 FL 002 216

Smith, Alfred N.

Motivation.

Pub Date 71

Note—8p.; Speech deliv. at the Ellensburg Spring Conference of the Washington Foreign Language Teachers Association, 14 May 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Anxiety, Aptitude, Individualized Instruction, Instructional Program Divisions, Language Instruction, *Modern Languages, *Motivation, Relevance (Education), *Second Language Learning, *Student Attitudes, Student Interests, Student Needs, *Teacher Attitudes

The concept of "motivation" is examined in this article in terms of anxiety levels and anxiety reduction. Three major factors bearing upon the degree to which students are motivated toward the study of foreign languages are personal interest, attitude, and ability. Dr. Smith urges more individualized instruction and personalized student evaluation in order to take into account the social and psychological needs of the student as an individual. He discusses how student attitudes can be assessed with Leon Jakobovits' "Foreign Language Questionnaire," available from the Modern Language Association's Materials Center. A broadening of the language curriculum is also recommended to improve student motivation. (RL)

ED 049 695 HE 002 101

Spady, William G

The Influence of Major Ambition Resources on College Aspirations and Attainments: Toward a Comprehensive Model.

American Educational Research Association, Washington, D.C.

Pub Date Feb 71

Note—22p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Academic Aspiration, *Aspiration, Goal Orientation, *Higher Education, Models, *Motivation, Objectives, *Student Motivation

This paper attempts to design a model that covers a comprehensive range of theoretically relevant variables that focus on the aspiration-attainment process. The discussion is in 4 parts. First, the concept of "ambition" is separated into theoretically and operationally distinct components. Second, educational aspiration and college attainments are regarded as outcomes of a complex social process involving both the family and the school, in which the ambition resources interact and develop. Third, the normative, social, and competitive structures of the high school are considered in accounting for major differences in the realization of student goals. Fourth, the multiple regression-based technique (known as path analysis) is used to assess the net, direct, simultaneous effect of each ambition resource on both aspiration and attainment. The sample was comprised of all 297 senior boys in two small-town, West Coast high schools, 77 percent of whom filled out a questionnaire in 1963. A follow-up questionnaire in 1967 was completed by 73 percent, and information was obtained about the others. The variables selected for the analysis were: GPA, family socioeconomic status, IQ, parents' aspirations, achievement motivation, achievement values, and extracurricular activities. The findings indicated that formal academic achievement was the most powerful resource in the ambition process. (AF)

ED 050 497 EA 003 603

Stucker, James P.

The Performance Contracting Concept, Appendix: A Critique of the Theory.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—R-699-2-HEW

Pub Date May 71

Note—56p.

Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, Contracts, *Mathematical Models, Models, *Motivation Techniques, *Performance Contracts, *Theories

Identifiers—*Incentive Theory

This report, a technical appendix to The Performance Contracting Concept in Education (EA 003 602), summarizes the mathematical models that have been developed to analyze contractual relationships and incentives. The report will be of interest primarily to theoreticians and analysts rather than educational administrators. (Author)

ED 049 671 24 HE 001 540

Taylor, Robert W. And Others

Effects of Contingent versus Non-Contingent Grading on Student Course Work.

Spons Agency—Indiana Univ., Bloomington.; Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *Grades (Scholastic), *Grading, Graduate Students, *Higher Education, Student Motivation

To determine the effects of grades on academic performance, 31 graduate students participated in a course which, to avoid the undesirable effects of competition and ambiguity, was designed with specified course objectives and criteria for grades. The students were assigned 4 prescribed experiments that they performed in pairs. They each wrote reports on these experiments according to criteria in a "laboratory manual." The reports were graded either acceptable or unacceptable, with the latter returned to the student for revision. All students' grades were based on overall performance, but 13 students (Group 2) were told that they would receive an incomplete if all 4 experiments were not completed. The other 18 students (Group 1) were given a grade not contingent on completion of all experiments. Results showed that only one student from Group 2 failed to complete the course because of incomplete lab reports, while 9 students from Group 1 failed to complete the work. In addition, after the first paper, Group 2 had a smaller percentage of papers requiring revision, a higher percentage of papers meeting criteria, and completed more optional experiments than Group 1. (Author/AF)

ED 052 017 SE 011 042

Tocco, Thomas S.

Student Attitudes, Perceived Parental Attitudes, and Socio-Economic Status as Predictors of Junior High School Mathematics Achievement.

University of South Florida, Tampa

Pub Date 71

Note—31p.; Paper presented at the 49th Annual Meeting of the National Council of Teachers of Mathematics, Anaheim, California, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Attitudes, *Correlation, *Junior High School Students, *Mathematics Education, Parent Attitudes, Socioeconomic Status, Student Attitudes

Reported are the results of a correlational study designed to examine non-cognitive factors which might affect mathematical achievement in junior high school. These factors included student attitudes toward mathematics, student reports of their parents' attitudes toward mathematics, and socio-economic status of the students' families. Each of these factors was correlated with the others and with mathematical achievement. The sample for the study included 150 students selected randomly from the total population of students enrolled in mathematics courses at one junior high school. The questionnaire administered to the students utilized a modified version of the Dutton attitude scale, the Duncan extension of the National Opinion Research Center scales of occupational status, and a short scale designed to measure student reports of their parents' attitudes toward mathematics. The measure of mathematical achievement was the mean of four grade point averages from six-week grading periods and a mid-year examination score. Responses were analyzed for the total group, for subgroups divided by sex, for the total parent group, and for parent subgroups divided by sex. From the analysis it was concluded that student attitudes toward mathematics are directly related to their reports of their parents' attitudes toward mathematics, and that student achievement in mathematics is directly related to student attitudes toward mathematics. (RS)

ED 048 610 CG 006 268

Williams, Trevor H.

Educational Aspirations: Longitudinal Evidence on Their Development in Canadian Youth.

American Educational Research Association, Washington, D.C.; Ontario Inst. for Studies in Education, Toronto

Pub Date Feb 71

Note—43p.; Paper presented at the American Educational Research Association Convention in New York, New York, February 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Ability, Academic Achievement, *Academic Aspiration, Academic Performance, *Aspiration, High School Students, Objectives, *Parental Aspiration, Parental Background, Parent Attitudes, Parents, Peer Groups, Secondary School Students, *Socioeconomic Status, *Teacher Attitudes, Teacher Behavior, Teachers

This investigation is concerned with an explanation of the way in which social origins affect the desire for post-secondary education. The author constructs and quantifies a model incorporating influences due to: (1) three reference groups (parents, teachers, peers), (2) the student's academic achievements, (3) his intellectual ability, and (4) his socioeconomic background. The model measures these variables at two points in time, to provide evidence regarding their relative stability over time. The model is quantified separately by sex so as to specify sex differences in the process by which educational aspirations are generated. Conclusions include: (1) the effects of social origins on educational aspirations

are indirect through the expectations/aspirations of parents, teachers, and peers (in that order of importance); (2) these effects are more potent and more pervasive for girls; and (3) the role played by academic performance for girls in this process reflects a sex differential in the value placed on higher education. (TL)

ED 049 870 32 RC 005 244
Flynn, Tom M. And Others
Traits Related to Achievement Motivation in Migrant Pre-School Children.
Florida State Univ., Tallahassee.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date Aug 70
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Rating, Caucasian Students, Federal Programs, *Migrant Child Education, *Motivation, Motor Development, *Negro Students, Observation, *Preschool Children, Research, Risk, Self Concept, *Sex Differences

The purpose of this study was to determine whether motor inhibition, self-control, relationship with achievement model, dependency, self-concept, delay of gratification, and risk-taking constitute an achievement motivation construct for migrant preschool children. The subjects used to determine the relationship between the 7 traits and achievement motivation were 95 male and 100 female children between the ages of 3 years 9 months and 4 years 9 months. Most of the children in the study were Negro, with only 8 white children. Individual tests and observations by teachers and aides were the methods of measurement. A convergent-discriminant validation procedure was used for validating the 4 factors (cognition, self-control, relationship with achievement model, and dependency) which were established from the Pre-Kindergarten Scale through factor analysis. Convergent validities ranged from .53 to .28, while divergent validities ranged from .10 to .38. Multiple linear regression analysis was used to examine the relationship between the 7 motivational traits and achievement (as measured by the Cooperative Preschool Inventory). Separate analyses were conducted for boys and girls, and results of the study support this procedure of performing separate analyses for each sex. The research indicates that many of the same factors (self-concept, delay of gratification, self-control, and motor inhibition) which predict achievement for middle-class males also predict achievement for migrant preschool males. (LS)

ED 054 997 SO 001 831
Alschuler, Alfred S. And Others
Teaching Achievement Motivation: Theory and Practice in Psychological Education.
Education Ventures, Inc., Middletown, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 70
Note—232p.
Available from—Education Ventures, Inc., 209 Court Street, Middletown, Connecticut 06457 (Paperback, $4.95; Quantity Discount, $3.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Achievement Need, Behavior Theories, Educational Psychology, Effective Teaching, Elementary Grades, Individual Development, *Learning Motivation, Learning Processes, Learning Theories, Low Achievement Factors, *Low Achievers, *Motivation Techniques, Secondary Grades, *Student Motivation, Teacher Motivation, Teacher Workshops, Teaching Techniques

Aimed at the classroom teacher directly, this do-it-yourself book describes new techniques for dealing with the challenge of turned-off students. It presents some of the theoretical background for the techniques suggested, and explains how their effects on pupil performance can be measured. It is not a cookbook which prescribes the one best way every teacher should follow. Rather, it aims to encourage those characteristics in teachers, like achievement motivation, curiosity, and adaptability, which most teachers would like to create in their students. The techniques suggested have all been tried out and have been shown to be effective in improving pupil performance. Chapters are: 1) Achievement Motivation and Psychological Growth; 2) Achievement Motivation Workshop for Teachers; 3) Motivation in Classrooms; and 4) Achievement Training for Students. A series of appendices contain instructions for organizing an achievement workshop with teachers, administrators, etc. For instructional purposes, the program for teaching achievement motivation would consist of this text plus an accompanying set of student and teacher manuals and game materials. (Author/JLB)

ED 056 355 24 CG 006 773
Clifford, Margaret M.
Tools and Motivational Effects in the Elementary School Part I: Effect of Competition on Performance, Interest, and Retention with the Use of a Fifth-Grade Vocabulary-Learning Task. Final Report.
Iowa Univ., Iowa City.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0430
Pub Date Jul 71
Grant—OEG-6-70-0043(508)
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, Cognitive Ability, Cognitive Development, *Elementary School Students, *Interest Research, Learning Processes, *Motivation, Motivation Techniques, *Performance Factors, Positive Reinforcement, *Retention, Rewards, Task Performance

A study is reported in which the effects of 2 competitive treatments on mean classroom performance, interest and retention were examined with the use of a 10-day vocabulary-learning task. Sixty-six 5th grade classrooms were randomly assigned to one of 3 conditions: (1) control; (2) competition with reward; and (3) competition in a game setting. The results indicate that, contrary to prediction, neither performance nor retention was increased under the competitive treatments. However, interest was found to be significantly higher in these treatments than in the control. Finally, and according to prediction, little variability was found between the effects of the 2 competitive conditions on the 3 dependent variables. A model relating task-complexity and motivation to increased performance is proposed and discussed. Several related areas of educational research are suggested, all of which concern aspects of cognitive and affective motivation. (Author/TL)

ED 056 926 SO 001 845
The Working World. A Record of an Intensive Course for Young School Leavers.
Schools Council, London (England).
Pub Date 70
Note—59p.
Available from—The Financial Officer, Schools Council, 160 Great Portland Street, London, WIN 6LL ($1.68)
Document Not Available from EDRS.
Descriptors—Activity Learning, Citizenship, *Community Schools, Individual Development, Leisure Time, *Low Ability Students, Motivation Techniques, *Personal Adjustment, Secondary Grades, Social Adjustment, *Socialization, *Vocational Adjustment, Work Experience Programs

A film, photographs, and this booklet describe a five-week course run for sixty young school leavers of less able students in the summer term of 1967. It took place in a Welsh county borough on a large campus of a working class boys and girls non-selective secondary school. The booklet is in two parts: the first part describes the aims, organization, and structure of the course, makes a brief, subjective assessment, and tries to answer some of the questions teachers will undoubtedly ask. The second part is a copy of the course program with a commentary. For the pupils, an existing youth center provided a more adult atmosphere from which to explore the world of work they were about to enter. They organized their own intensive full-time adult discussion-linked activities grouped under five major headings: 1) the world of work, 2) community service with voluntary and local centers, 3) personal relationships dealing with growing up, sex, the family, marriage guidance, and religion, 4) leisure program of outdoor and indoor pursuits, and, 5) citizenship. Three major conclusions were drawn by the head teachers and staff: 1) the key to curriculum change was a new relationship between teachers and pupils as adults, and the relevance of work to the pupils; and 2) teachers felt there was room for a course for a wider range of pupils than the less able. (Author/SBE)

ED 057 280 AC 010 549
Dichter, Ernest
Motivating Human Behavior.
Pub Date 71
Note—253p.
Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 ($12.95)
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Behavioral Science Research, Behavior Change, Communication (Thought Transfer), *Motivation Techniques, Problem Solving, Psychology, Social Sciences, Thought Processes, Youth

The purpose of this book is to make people who are involved in motivation in one form or another to think twice before trying to tackle a problem in a direct, head-on fashion. Motivating human behavior is a complex task that involves finding the proper channels of motivation and thinking through the reactions of the person who is to be persuaded. It means finding out the best methods of convincing people rather than persuading them. This book is divided into two parts: (1) Motivating Human Behavior, and (2) Application of Motivational Techniques to Current Problems. The book contains the following information: (1) how to help people draw the conclusions you want drawn, (2) how to get people to change their behavior, (3) how to use body language as a way of motivating others, (4) how to communicate with young people on their own level, and (5) how to effectively oppose an idea by drawing it out to its absurd conclusions. (Author/CK)

ED 059 793 PS 005 474
Adkins, Dorothy C. O'Malley, J. Michael
Continuation of Programmatic Research on Curricular Modules for Early Childhood Education and Parent Participation. Final Report.
Hawaii Univ., Honolulu.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Sep 71
Note—150p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *Curriculum Design, *Early Childhood Education, *Educational Research, Interaction, Intervention, Language Instruction, Mathematics, Measurement Instruments, *Models, Motivation Techniques, Music Education, *Parent Participation, Physical Activities, Program Evaluation, Projects, Teacher Attitudes
Identifiers—*Head Start Programs

Four projects, conducted as part of an ongoing programmatic research effort to develop and evaluate curricular modules for Head Start classes, are presented. Project A was an attempt to identify the effectiveness of an intervention approach that involved the introduction into two classes of curricula in language, mathematics, motivation, and parent involvement. The analysis of the combined curriculum effects on motivation suggested that the procedures used to evaluate the results may need to be supplemented in future intervention attempts by a more precise and more curriculum-related approach. The specific purpose of Project B was to introduce the motivation curriculum into three classes and to provide evidence for its further and more comprehensive refinement. An evaluation of the direct effects of the curriculum on motivational variables again suggested the advisability of supplementing future evaluations with a more exacting and curriculum-related approach. In Project C, an experimental version of a music curriculum for Head Start children was introduced into two classes by itself and into two classes in combination with a physical activities curriculum. An experimental test of music achievement did not reflect the effects of the curriculum relative to a control group. Project D consisted of the development and presentation of an experimental physical activities curriculum by itself in two classes and with the music curriculum. Results were inconclusive. (Author/CK)

ED 060 950 PS 005 477

Adkins, Dorothy C. *Balliff, Bonnie L.*

Motivation Curriculum. A Curricular Module Designed to Promote Motivation for School Achievement.

Hawaii Univ., Honolulu.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 71

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Affective Objectives, *Child Development, Class Activities, Conceptual Schemes, Course Content, *Curriculum Design, Discovery Learning, Educational Objectives, Goal Orientation, Instructional Materials, *Interaction, Learning Experience, *Models, *Motivation Techniques, Organization, Response Mode, Self Concept, Student Evaluation, Teacher Role, Thought Processes

The classroom interactions and activities described in this document are intended to provide experiences that will increase the probability of the occurrence of each of the response constituents of motivation to achieve in learning in school. These materials have been organized into five units; each unit emphasizes one of the five constituents: affective, conceptual, purposive, instrumental, and evaluative. The purpose of such an organization is to enable the teacher to focus her attention on and increase her ability to perceive the unique nature of each of the responses. Within each unit, one constituent of motivation is magnified at one time, and another at another time. In Unit II it is suggested that the teacher set up some goals for each child in order to give him an opportunity to do something that he will be able to do and thus to help him increase his self-confidence, whereas in Unit III it is suggested that the child be encouraged to set up his own goals. The primary focus of all the experiences suggested is to develop a child's ability to function in processes, i.e., ways of thinking. (CK)

ED 061 361 UD 012 181

Upward Bound. Program Objectives, Summer 1971.

Wesleyan Univ., Middletown, Conn.

Pub Date 71

Note—56p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Achievement Gains, *College Bound Students, *College Preparation, Compensatory Education Programs, *Disadvantaged Youth, Educational Diagnosis, High School Students, Motivation, Motivation Techniques, Program Content, Program Descriptions, *Program Development, Summer Programs

Identifiers—*Upward Bound

The primary program objectives were as follows: (1) The students will achieve passing grade in the college preparation program; (2) The students will achieve one year academic growth each year as measured by the SCAT and other standardized measurements; (3) The students will achieve the minimum PSAT percentile rank as anticipated for college entrance requirements; and, (4) Each student will achieve acceptance by a college or university. The activities of the Wesleyan Upward Bound Great Hollow Wilderness School are used as vehicles for "Motivational Ignition." A student's success at extending his physical, emotional, and psychological limits through these experiences, at various instances and to various degrees, will ignite motivation by increasing self-confidence, self-esteem, efficacy, and other desirable attitudes. The Upward Bound Summer Program represents a concerted effort to identify precisely what students are expected to achieve and to communicate this to students prior to the initiation of course work. (Author/JM)

ED 061 368 UD 012 193

Motivation and Education of Disadvantaged Pupils. Report of the Institute for Teachers of Students with Special Needs.

North Carolina Agricultural and Technical State Univ., Greensboro.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Aug 70

Note—194p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Changing Attitudes, *Compensatory Education Programs, *Disadvantaged Youth, Motivation Techniques, Poverty Programs, *Program Development, Remedial Teachers, School Community Relationship, Student Attitudes, Student Teacher Relationship, *Summer Institutes, Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—*North Carolina

This report of the Institute for Teachers of Students with Special Needs, held July 20-31, 1970, represents major presentations and content of the Institute. Several sessions were devoted to group discussions, panels, demonstrations, field trips, and small group activities. The major objectives of the institute were: (1) to provide a setting for identification and discussion of problems and issues that are inherent in developing programs and teaching disadvantaged students; (2) to develop an understanding of and empathy and appreciation for disadvantaged pupils; (3) to determine changes in programs for disadvantaged students in North Carolina communities that should be made in light of changing technology, teaching methods, and community patterns; (4) to generate a meaningful dialogue between teachers of disadvantaged pupils and other leaders in occupational and general education on current issues and problems affecting programs for disadvantaged pupils, with implications for effective program development in North Carolina communities; and, (5) to determine how resources within and external to the local community can be utilized most effectively in teaching disadvantaged pupils, and to encourage the development of an association of local communities toward this end. (Author/JM)

ED 061 384 24 UD 012 228

Parti, Michael *Adelman, Irma*

Optimal Allocation of Resources in Urban Education: An Econometric Approach. Final Report

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research

Bureau No—BR-0-0334

Pub Date Aug 71

Grant—OEG-5-70-0026(508)

Note—89p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Academic Aptitude, Academic Performance, Educational Accountability, *Elementary Grades, Grades (Scholastic), *High Schools, Language Development, Learning Difficulties, Low Achievers, Motivation Techniques, Performance Contracts, Reading Achievement, *Student Motivation, Urban Areas, *Urban Education, *Verbal Ability, Verbal Development, Verbal Learning, Verbal Operant Conditioning

This study identifies the policy variables that are effective in increasing student verbal achievement in urban grammar schools and high schools, and estimates the impact of these variables upon verbal achievement, expected years of education completed by a typical student, and expected lifetime earnings of a typical student. A theoretical model of student motivation is developed and used as a guide in the specification of an empirical model of student achievement. The empirical model is estimated using the data gathered for the following: (1) research methodology, (2) summary of results, conclusions, and recommendations; and (3) analytic and empirical background for the conclusions and recommendations. Included in the third section are geometric and mathematical treatments of the data, replete with numerous tables, figures, and charts. (Author/SB)

ED 063 558 CG 007 258

Deci, Edward L. *Cascio, Wayne F.*

Changes in Intrinsic Motivation as a Function of Negative Feedback and Threats.

Rochester Univ., N.Y.

Pub Date Apr 72

Note—24p.; Paper presented at the Eastern Psychological Association Meeting in Boston, Massachusetts, April 19, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, Learning Motivation, *Low Motivation, *Motivation, *Motivation Techniques, Positive Reinforcement, Reinforcement, Rewards

Recent studies have demonstrated that external rewards can affect intrinsic motivation to perform an activity. Money tends to decrease intrinsic motivation, whereas positive verbal reinforcements tend to increase intrinsic motivation. This paper presents evidence that negative feedback and threats of punishment also decrease intrinsic motivation. Subjects solved puzzles during the first part of the experimental session, after which observations relevant to their intrinsic motivation were made. Subjects in the negative feedback condition were given more difficult puzzles to solve than were the controls so that they failed more frequently than the control subjects. Those in the high failure condition showed less intrinsic motivation following their puzzle-solving session than did control subjects. Subjects in the threat condition received an aversive buzzer each time they were unable to solve a puzzle, while the control subjects did not. Those subjects threatened with the buzzer showed less intrinsic motivation than control subjects. (Author/BW)

ED 062 585 24 AA 000 999
McClelland, Dave C. *Alschuler, Alfred S.*
Achievement Motivation Development Project. Final Report.
Harvard Univ., Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1231
Pub Date Apr 71
Grant—OEG-0-8-071231-1747
Note—340p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Academic Achievement, *Behavior Change, Course Content, Effective Teaching, Environmental Influences, *Goal Orientation, Grades (Scholastic), *High School Students, Individual Differences, Manuals, *Motivation, Motivation Techniques, Questionnaires, Teacher Education
Identifiers—*Harvard University, Massachusetts, Missouri, Washington University
Two efforts were made to develop achievement motivation in school children and to observe the effect of such training on their behavior in and out of school. These studies were undertaken because: (1) Achievement motivation might help children think more seriously about their work habits and career planning; (2) It might improve the grades of potential dropouts; and (3) Attempts at direct motivation might be an educative effort in itself. The two groups sponsoring these efforts were the Harvard University and the St. Louis group at Washington University. No very convincing evidence is provided by the Harvard studies which shows that achievement motivation improves grades. Results reported by the St. Louis group include: (1) improvement in science and math performance in the year after the training, (2) larger gains for pupils coming from a high school containing a high proportion of minority groups, and (3) more effective training for teachers when it is spread over the entire year. Training effectiveness varied according to age and maturity, sex, subject matter and classroom structure. A manual detailing techniques of motivation was produced. Two questionnaires on the effects of organizational climate on motivation were also distributed. The overall conclusion is that achievement motivation training courses improve classroom and life management skills. Curriculum materials developed from this is research available from Education Ventures, Inc. (See ED 053 481 & ED 054 997). (Author/CK)

Journal Articles

EJ 035 993 040 RE 502 624
Effects of Externally Mediated Rewards on Intrinsic Motivation Deci, Edward L., *Journal of Personality and Social Psychology*, v18 n1, pp105-115, Apr 71
*Rewards, *Motivation, *Performance Factors, *Task Performance, *Behavior Patterns, Attitudes, Interests, Cognitive Processes, Hypothesis Testing, Learning Theories

EJ 044 658 300 FL 501 822
Activities and Specific Curriculum Materials Which Have Proved Successful with the Less Able Students Dimitrievich, Nada, *Canadian Modern Language Review*, v28 n1, pp47-49, Oct 71
*Language Instruction, *Teaching Methods, *Academic Aptitude, Language Skills, Language Proficiency, Linguistic Competency, Teaching Techniques, Instructional Materials
Paper presented at the Joint Meeting of the Ontario Modern Language Teachers' Association and the New York State Association of Foreign Language Teachers, Toronto, Canada, March 27, 1971. (DS)

EJ 041 708 510 UD 501 028
Treats are the Treatment Doss, Harriet, *Reading Newsreport*, v5 n3, pp34-36,38-41, Jan 71
*Teaching Techniques, *Reinforcement, *Disadvantaged Youth, *Student Motivation, *Motivation Techniques, Academic Achievement, Educational Diagnosis, Instructional Materials, Curriculum Development, [Missouri]
Describes the operation of a contingency management program developed by Central Midwestern Regional Education Laboratory, in cooperation with the faculty of the Carr Lane School in inner-city St. Louis. (JN)

EJ 040 674 180 CG 503 137
Factors Mediating the Effects of Enhanced Rapport on Children's Performance Feldman, Solomon E.; Sullivan, David S., *Journal of Consulting and Clinical Psychology*, v36 n2, pp302, Apr 71
*Children, *Performance Factors, *Motivation, *Anxiety, *Rapport

EJ 038 972 090 CG 502 940
Comparison of Responsive and Nonresponsive Underachievers to Counseling Service Aid Gilbreath, Stuart, *Journal of Counseling Psychology*, v18 n1, pp81-83, Jan 71
*Underachievers, *Counseling Effectiveness, *Motivation, *Student Attitudes, *Self Help Programs, College Students, Males, Student Interests, Counseling Centers
Study results indicate that underachievers motivated to respond voluntarily to offers of Counseling Service aid are more successful academically, even without treatment, than male underachievers who are not willing to participate in counseling programs. (Author)

EJ 036 851 310 SE 503 075
Reaching the Unmotivated Glasser, William, *Science Teacher*, v38 n3, pp18-22, Mar 71
*[illegible] Factors, *Learning, *Motivation Techniques, *Secondary School Science, *Underachievement, Student Motivation, Success Factors, Student Characteristics
"Schools Without Failure" provides [illegible] for some of the possible reasons why [illegible] are unmotivated and fail. Provides [illegible] of how to teach the unmotivated. [illegible] used to get the students involved, to [illegible]nt material, to get students to think, and to avoid measuring students against each other. (DS)

EJ 041 837 040 AA 510 256
Academic Motivation and Programmed Learning Hartley, J.; And Others, *British Journal of Educational Psychology*, v41 pt 2, pp171-83, Jun 71
*Academic Aspiration, *Motivation, *Programed Instruction, *Secondary School Students, *Questionnaires

EJ 043 645 060 AA 510 460
You Are Already Using Behavior Modification...but Until You Know Why and How, You Might Be Making Mistakes Madsen, Clifford K.; Madsen, Charles H., Jr., *Instructor*, v81 n2, pp47-56, Oct 71
*Behavior Change, *Problem Solving, *Discipline Policy, *Motivation Techniques, *Children, Reinforcement

EJ 037 579 090 RE 502 681
Comparison of Effectiveness of Group-Counseling Procedures McCarthy, Barry W., *Psychological Reports*, v28 n1, pp283-86, Feb 71
*Group Counseling, *College Students, *Academic Performance, *Student Improvement, *Counseling Effectiveness, Counseling Theories, Academic Achievement, Adjustment (To Environment), Study Habits, Attitudes

EJ 040 129 010 TM 500 326
Achievement as a Function of the Presence of Prior Information Concerning Aptitude Means, Robert S.; Means, Gladys H., *Journal of Educational Psychology*, v62 n3, pp185-87, Jun 71
*Academic Achievement, *Academic Aptitude, *Expectation, *Predictive Ability (Testing), *Student Motivation, College Students, Grade Point Average, Prediction, Task Performance

EJ 035 910 010 CG 502 775
Effects of Guidance on the Results of Standardized Achievement Testing Omvig, Clayton P., *Measurement and Evaluation in Guidance*, v4 n1, pp47-52, Apr 71
*Achievement Tests, *Achievement, *Motivation, *Guidance, *Test Results, Guidance Services, Group Guidance, Individual Counseling, Junior High School Students
The findings of this study suggest that the results of the standardized achievement testing were related to the motivational and teaching activities that were carried out prior to the testing. (Author)

EJ 038 662 490 SO 500 501
Raising Academic Motivation in Lower Class Adolescents: A Convergence of Two Research Traditions Spilerman, Seymour, *Sociology of Education*, v44 n1, pp103-118, Win 71
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Doctoral Dissertations

A CROSS-SECTIONAL STUDY OF THE NEED FOR ACHIEVEMENT

Michael BRESSER, Ed.D.
Rutgers University The State University of New Jersey, 1971

Chairman: Dr. William Bingham

Achievement motivation studies are conducted almost exclusively with college students. The applicability of the theoretical model evolved from these studies to developmental studies was tested.

The Ss were boys from lower-class and working-class families; in first, fourth, and seventh grade.

situation. Each *S* made up a verbal story for a TAT card. He was then engaged in three different achievement motivation arousing activities and after each task asked to make up a story to a different TAT card. A questionnaire, aimed at uncovering motivation-related variables was administered at the end of the testing session.

The results indicated that (a) the need for achievement increases significantly with age, (b) situational cues have a greater influence on TAT story content than achievement motivation aroused immediately before story telling, (c) there is no significant correlation between *n* achievement score and objectively measured achievement.

The results suggest that the present model of achievement needs to be modified. It was proposed that strength of motivation to achieve (M) be conceptualized in this manner: The product of the individual's perception of the incentive (I) and of his perception of his task proficiency (P), plus or minus the strength of any supporting or detracting need or needs (NS) aroused in the situation,

$$M = (I \times P) \pm (Ns)$$

The following educational implications were discussed: the results of experiencing repeated failure in the classroom, the role of the teacher as reinforcing agent in the learning of achievement motivation, the presence and the arousal of needs in the classroom which weaken or delay the need to achieve.

Order No. 72-1079, 69 pages.

DEVELOPMENT OF A SELF-REPORT MEASURE OF ACHIEVEMENT MOTIVATION IN HIGH SCHOOL USING ATKINSON'S MODEL

David Mohler GROVE, Ed.D.
Rutgers University The State University of New Jersey, 1971

Chairman: Dr. Bernard Indik

In recent years there has been much investigation of the achievement motivation construct. Most of this work has centered around the McClelland-Atkinson need achievement variable, usually measured by projective devices. The purpose of this study was to develop and validate a self-report device to measure achievement motivation in a scholastic setting. Atkinson's motivational constructs were represented in this study

Hypotheses tested were

1. The residual behavior potential score (RBP) achieved by the subjects on the self-report instrument developed for this study will correlate significantly with their scores on the projective device which has been traditionally used to measure achievement motivation.

2. Measures of achievement motivation when added to results of past academic performance will yield a significantly improved prediction of future academic performance than past academic performance itself.

2A. The fantasy need achievement score when added to past high school grade point average will be significantly more predictive of future grade point average than grade point average itself.

2B. The residual behavior potential score when added to past high school grade point average will be significantly more predictive of future grade point average than grade point average alone.

2C. The residual behavior potential score when added to past grade point average will be significantly more predictive of grade point average than the fantasy need achievement score when added to grade point average.

Items for each of the six achievement motivation dimensions were generated from behavioral criteria suggested in the literature and were administered to a preliminary sample of 80 high school juniors in the form of a five point Likert type scale. Results were then subjected to a correlational study to insure that each item significantly related to the others within its dimension and failed to correlate with items in the other motivational areas. The resultant RBP instrument, containing 54 items, and the projective need achievement device were then administered to 170 high school sophomore boys (N=82) and girls (N=88) from two New Jersey high schools.

Results indicated that the predicted relationship between the projective device and the RBP score did not exist to a significant degree (r=.11; *n.s.*) and that there was only a small relationship between the fantasy measure and present high school grades (r=.16; p<.05). The RBP scores did, however, correlate significantly with past and future high school grades (r=.39; p<.01 with past grades: r=.50; p<.01 with future grades) and did significantly add to the prediction of academic performance (F=20.9; p<.01). Further tests showed that the RBP construct has much in common with behavioral criteria established in previous achievement motivation investigations.

The findings indicated that the RBP instrument developed for this study shows considerable evidence of both predictive and construct validity when used for academic purposes at the high school level. The failure of the need achievement fantasy measure to correlate with the RBP score and to relate with high school grade point average only on a minimal level could be the result of experimental error or could be due to the supposition that these tests measure different facets of the achievement motivation construct.

Order No. 72-1084, 101 pages.

THE INVESTIGATION OF TWO INTERVENTION STRATEGIES DESIGNED TO EFFECT INCREASED ACHIEVEMENT MOTIVATION IN ELEMENTARY SCHOOL CHILDREN

Carolyn Sue Burns BROWN, Ed.D.
Indiana University, 1971

Chairman: Dr. Thomas C. Froehle

The primary objective of this study was to determine the differential effects of two intervention strategies on need achieving and achieving behavior in elementary school students. A secondary objective of the investigation was to determine the relationship of anxiety and locus of control to differential effects of the experimental conditions.

A review of the related research and literature indicated that short need achievement courses have successfully increased achievement motivation for businessmen, for adolescents, and to some extent, elementary school students. In order to further investigate the efficacy of such courses for elementary school students, this study was designed to determine the effects of a short need achievement training course vs. a training course followed by systematic reinforcement of achievement oriented activities.

Two hypotheses were formulated for the study. Hypothesis 1 predicted that subjects who received the Need Achievement Training Course would exhibit more need achieving behavior than control subjects at the termination of the Need Achievement Training treatment. Hypothesis 2 predicted that subjects who received systematic reinforcement in addition to the Need Achievement Training Course would exhibit greater need achieving and achieving behavior than subjects who received the Need Achievement training course only; who in turn, would exhibit greater need achieving and achieving behavior than subjects who received no treatment. Null hypotheses were formulated to test the relationship between entry level anxiety and entry level locus of control and differential effects of experimental conditions.

In order to test the hypotheses, intact groups of approximately ten students from three fourth and three fifth grade classrooms were assigned to three experimental conditions: a Need Achievement Training treatment, a systematic reinforcement treatment as a sequel to the Need Achievement Training Course, and a no treatment condition.

Subjects were tested after the termination of the Need Achievement Training Course and again after the termination of the systematic reinforcement phase of treatment. The dependent variables for the investigation were need achieving and achieving behavior. Need achieving behavior was operationalized as scores on a TAT need achievement measure, discrepancy between actual and estimated scores on an arithmetic test, discrepancy between performance and aspiration on a Level of Aspiration test, and amount of persistence time. Achieving behavior was operationalized as improvement in reading, arithmetic, and spelling grades between the second and third grading periods.

Analyses of variance and covariance yielded no support for Hypothesis 1. There were no differences between control subjects and subjects who received the training course, on measures of need achieving behavior administered after the termination of the Need Achievement Training Course.

Hypothesis 2 received partial support from one measure of need achieving behavior. At the observation following the systematic reinforcement treatment, subjects who received the Need Achievement Training Course (NATC) persisted longer than control subjects, as predicted. However, subjects who received systematic reinforcement in addition to the NATC did not persist longer than subjects who received the NATC only or subjects who received no treatment. There were no significant differences among experimental conditions for the other measures of need achieving and achieving behavior.

When the dependent measures were analyzed by entry level anxiety and entry level locus of control, analyses of variance yielded no significant interactions between experimental conditions and anxiety or experimental conditions and locus of control. Differences among experimental conditions appeared to be independent of entry levels of anxiety and locus of control.

Factors which may have contributed to the outcome of the study were discussed, and recommendations were made for further studies.

Order No. 72-1538, 205 pages.

THE EFFECT OF SHORT-TERM COUNSELING AND TUTORING ON READING ACHIEVEMENT, STUDY SKILLS, AND PERSONAL ADJUSTMENT

Michael Lynn MAUGHAN, Ed.D.
Utah State University, 1971

Major Professor: Dr. David R. Stone

This study was designed to investigate more completely the effects of counseling and tutoring on reading achievement, study skills, and personal adjustment within the context of a college reading and study skills program. The study consisted of three phases which correspond with the three regular school quarters.

The subjects used in Phase I of this study were 12 college students who voluntarily registered for a reading and study skills class at Utah State University during the 1969 fall quarter plus 40 students who transferred into the class from a remedial study class. In Phase II, there were 45 students who registered for the class plus 6 transfer students from a remedial study class. In Phase III, 34 students registered for the class and there were no transfer students.

All students, each of the three quarters, attended the regular reading and study skill class periods besides either participating in counseling or tutoring sessions. Students in Phases I and II were alternately placed in either a counseling or tutoring group according to their ranked reading scores. They participated in either five one hour tutoring sessions or five one hour counseling sessions depending on their group placement. However, in Phase III, tutoring was statistically significant in increasing the speed of reading and outlining, as well as increasing the quality of outline.

Order No. 72-4765, 117 pages.

DIFFERENCES BETWEEN SELF-PERCEIVED ACADEMIC ACHIEVERS AND ACADEMIC NON-ACHIEVERS AND THE EFFECTS OF A TREATMENT PROGRAM ON INCREASING THE LEVEL OF ACHIEVEMENT OF SELF-PERCEIVED ACADEMIC NON-ACHIEVERS

Geraldine Mac PALKOVITZ, Ph.D.
University of Pittsburgh, 1971

The challenge of helping the poorly achieving student who has the ability to achieve at a level significantly above that which he actually obtains has not been adequately met. The present study was intended to augment the current body of knowledge regarding the complex phenomenon of underachievement and provide some direction for dealing with Non-Achievers effectively.

This study was designed first to demonstrate the usefulness of an innovative procedure for differentiating between students of comparable ability who have reached varying levels of academic achievement. This procedure for defining Achievers and Non-Achievers combines subjective criteria based on the individual's internal frame of reference and objective criteria based on the external frame of reference of an educational institution. Having thus identified two groups of students who are found to be subjectively and objectively congruent in terms of how they themselves and their educational institution view their academic achievement it was demonstrated that these groups could be described differentially. Grade Point Averages, differences in study habits and attitudes, and attitudes toward and connotations of achievement relevant concepts were analyzed.

Finally, the effectiveness of a treatment program for self-perceived Co[illegible]ent Non-Achievers who were dissatisfied with their level of achievement and expressed an interest in participating in a program designed to increase their level of achievement was examined. It was demonstrated that Non-Achievers could learn achievement motivation to the extent that observable changes in behavior occurred.

The findings of the study supported the following conclusions:

1. Non-Achievers and Achievers differ in the way they experience themselves and in their attitudes towards themselves. Achievers value themselves more and see themselves as more active, potent forces than do Non-Achievers.
2. A relationship exists between non-achievement and a negative self concept.
3. A relationship exists between success in personal, social achievement and academic achievement. Academic non-achievement may be viewed as one manifestation of a general pattern of non-achievement observable in many areas of life.
4. Non-Achievers who are dissatisfied with their level of achievement and express a desire to change can learn achievement behavior if they are encouraged, if they can experience success and if they view the goals to be achieved as relevant and meaningful to them.

Recommendations for the direction of future research included suggestions for some focus on follow up studies of Non-Achievers who benefited from treatment programs, more exploration of the differential effects of various types of treatment programs, and the development of educational programs as a means of preventing the problems of non-achievement by able students.

Order No. 71-26,170, 119 pages.

A STUDY OF THE EFFECTS OF DEVELOPMENTAL GUIDANCE SERVICES ON PEER RELATIONSHIPS AND ACADEMIC ACHIEVEMENT OF FIFTH GRADE STUDENTS

Richard Costella RHODES, Ed.D.
Lehigh University, 1972

This study investigated the effects of developmental guidance services on fifth grade students as contrasted with fifth grade students who did not receive these services. Specifically, this study was designed to test the following hypotheses:

1) There will be significant differences between fifth grade students receiving developmental guidance services and fifth grade students not receiving these services in the positive direction on measured peer relationships.
2) There will be significant differences between fifth grade students receiving developmental guidance services and fifth grade students not receiving these services in the positive direction on measured academic achievement.

The primary subjects for this study were fifth grade students from two elementary schools in the Altoona School District, Altoona, Pennsylvania. One school served as an Experimental School with the other serving as a Control School. A third school, which had an on-going program of developmental guidance services, was used as a Comparison School. The fifth grade students in the Experimental School received a program of developmental guidance services and were randomly assigned by classroom groups to the two elementary counselors. The treatment was conducted over a six month period between October, 1969, and April, 1970. The fifth grade students in the Control School did not have access to the counselors nor to any of the services offered in the developmental guidance program.

The treatment included a full range of guidance services advocated for the elementary school. These services included:

Counseling with children, both group and individual on a self, teacher or parent referral basis, dealing with the child and his immediate concerns and posited within a developmental framework as advocated by Blocher.

Consultation with teachers, administrators and parents, which was counselor initiated and which was concerned with the child's personal, social and academic development.

Coordination by the counselor of all pupil personnel and ancillary services within the school to organized these services to be of maximum benefit for the total development of the child.

All fifth grade students were given the "Syracuse Scales of Social Relations" (SSSR) prior to and at the end of the study to assess changes in peer relationships. The "California Achievement Tests" (CAT), WXYA Series (Elementary Level) were given to the fifth grade students prior to and at the end of the study to assess changes in academic achievement. The Comparison School data were analyzed, supplemental to, but not directly related to the stated hypotheses.

The data on peer relationships, as measured by the SSSR, were analyzed using a two-way analysis of variance. No significant differences on peer relationships were found between schools or sex nor were there any interaction effects on Achievement-Recognition scale or the Succorance scale. As a result of these analyses, hypothesis one was not accepted. However, an analysis of variance including the Comparison School revealed it was significantly higher than the Experimental School and the Control School on the Achievement-Recognition scale and the Succorance scale. No significant differences were found on sex nor were there any interaction effects.

The data obtained on academic achievement, as measured by the CAT, were analyzed using a two-way analysis of variance. No significant differences on academic achievement were found between schools or sex nor were there any interaction effects on any subtest. As a result of these analyses, hypothesis two was not accepted. Furthermore, an analysis including the Comparison School revealed no significant differences between schools or sex nor were there any interaction effects.

This investigation differed from prior research in elementary school guidance in that this study attempted to present the full range of developmental guidance services to a group of children, where prior research has dealt only with specific aspects of the program. While the results of the investigation did not support the expectations, the results with the Comparison School suggests further examination is warranted where programs have had additional time for implementation and development.

Order No. 72-25,892, 156 pages.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN ACHIEVEMENT AND SELF CONCEPT OF HIGH RISK COMMUNITY COLLEGE FRESHMEN

Ralph James ANKENBRAND, Ph.D.
St. Louis University, 1971

The present study is concerned with the problems in the area of improving the education of high risk students who enter the community college. The study investigated the effects of incorporating a small group personal growth experience in a human relations class.

The Problem

It was the purpose of this study to test the effect of a small group experience with high risk students in an attempt to see if the group experience would produce a change in self concept and academic achievement. The investigator posed three hypotheses which, it was felt, would test the concepts to be studied. These three hypotheses state that significant differences would occur in self concept and grade point average after a period of small group experience. Comparisons of self concept were made on a pre- and post-test schedule, with a control group and two experimental groups, to measure the significance of the experimental conditions. Comparisons of grade point average were made at the end of one semester.

Subjects used were entering college freshmen identified as being high academic risks. The forty-five students were randomly selected and twenty-four were in the control group, eleven were in the group structured group, and ten were in the leader structured group.

Measures used to test change were a self concept test, the Tennessee Self Concept Scale, and the first semester grade point average. The statistical measure employed was the t test.

Results

Results of the study were varied and could be identified as the following: (1) there was little significant difference between the three groups at the pre-test, with most of the difference occurring between the control and leader structured groups; (2) there was also little significant difference at the post-test between the three groups; (3) the most significant change in self concept occurred within the leader structured group; and (4) there was no significant difference in grade point average between the three groups.

Conclusions

All three groups had poor initial self concepts, which substantiate the theory that academically weak students will also have poor self concepts. At both the pre- and post-test the leader structured group had the highest self concept. It also experienced the most change in self concept during the semester. Although there was no significant difference in semester grade point average, both experimental groups had averages above a C, while the control group had an average below a C.

If, as this study suggests, high risk students bring poor self concepts with them to the community college, it would appear that the initial focus of remediation needs to be on non-academic factors. The study also suggests that these students may need the intervention of a strong leader to help them enhance their self concept.

Order No. 72-5270, 97 pages.

A STUDY OF THE EFFECT OF THE HUMAN POTENTIAL SEMINAR ON THE SELF-ACTUALIZATION AND ACADEMIC ACHIEVEMENT OF COLLEGE UNDERACHIEVERS

Floyd Dean NEMECEK, Ph.D.
Loyola University of Chicago, 1972

The purpose of the study was to determine the effect of the Human Potential Seminar on the academic achievement and self-actualization of college underachievers. The Human Potential Seminar is a group counseling technique based on positive and humanistic theories of personality. Academic achievement was measured by grade point average and self-actualization by the twelve scales of the Personal Orientation Inventory. Underachievers were identified on the basis of the discrepancy between predicted achievement as determined by Scholastic Aptitude Test scores and actual achievement as determined by grade point average.

Eighty underachievers were identified in the sophomore, junior and senior classes of Roberts Wesleyan College. Thirty-nine volunteered to participate in Human Potential Seminars during the winter term of the 1970-71 school year. The thirty-nine underachievers were assigned randomly to one of three groups. Group A consisted of underachievers placed in one of two Human Potential Seminars including achievers. Group B was a Human Potential Seminar of underachievers only. Group C was a control group that consisted of underachievers who participated only on pre and post counseling testing. The achievers were volunteers from the Dean's List and the Student Senate. They were assigned randomly to one of the two Human Potential Seminars containing the underachievers of Group A. There were 20 achievers in all. Twenty-six of the thirty-nine underachievers completed the Seminars and became the subjects of this study.

The subjects in the experimental group attended one of three Human Potential Seminars during the 1970-71 winter term at Roberts Wesleyan College. The groups met weekly for 50 minutes for 11 weeks during the term. Positive techniques designed to promote self-actualization were utilized in the weekly sessions.

It was hypothesized that underachievers in groups with achievers would show greater gains in academic achievement and self-actualization than underachievers in the group of underachievers only or the control group. It was also hypothesized that the underachievers in the group of underachievers only would show greater improvement in academic achievement and self-actualization than the underachievers in the control group. Thirty-nine null hypotheses were formulated from the above research hypotheses.

Pre-test-posttest gain scores on grade point average and the twelve scales of the Personal Orientation Inventory were determined for each subject. The *t* test for the significance of the difference between the means of uncorrelated groups was applied to the gain scores of the three groups. There were significant differences at the .05 level of confidence on three of the POI scales: Self-Regard, Feeling Reactivity and Capacity for Intimate Contact. However, with thirty-nine hypotheses these differences could be due to chance. There were no significant differences in grade point average or the other scales of the Personal Orientation Inventory.

Order No. 72-18,068, 147 pages.

THE EFFECTS OF COUNSELING ON SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF DISADVANTAGED DROP-OUTS

Cathryn Thomas MASON, Ph.D.
St. Louis University, 1972

An assessment was made of the effects of a special type of counseling on the self-concept and academic achievement of disadvantaged re-entry students enrolled in an Adult Education Program, East Saint Louis, Illinois. The study consisted of an experimental group of twenty students and a control group of twenty students, randomly selected.

Many disadvantaged drop-outs develop a negative self-concept toward themselves and their school. These negative concepts often manifest themselves in poor academic achievement. The hypothesis of this study was that a special counseling service, designed to assist the students in bridging the gap from their disadvantaged backgrounds to the relatively foreign demands of the classroom, would be a significant variable in raising the self-concept and academic achievement of the students exposed to it, as assessed by pre-post-testing using appropriate instruments.

A pre-post-test design was used, with one experimental group and one control group. The groups were administered the *California Achievement Test, Reading and Mathematics Subsections*, the *California Test of Personality*, and a self-concept scale, *As I See Me*. Student's *t* was the statistical test used to analyze the differences in the mean gain made in the test scores by the two groups in the six months' period. The acceptable level of significance was set at the .05 level.

Analysis of the test data suggested that the null hypothesis not be rejected. No statistically significant difference was found between the experimental and control groups in the areas of reading, mathematics, and personality as shown by standardized testing instruments. Only in the area of self-concept was there statistical evidence in support of the research hypothesis which stated that special counseling would be a significant variable in the change toward a more positive self-concept.

It was, therefore, concluded from this study that in the realm of self-concept the null hypothesis was rejected and the research hypothesis that special counseling was a significant variable in raising the self-concept of the students was accepted.

Order No. 72-31,471, 91 pages.

COMPARATIVE EFFECTS OF GROUP ENCOUNTER, GROUP COUNSELING AND STUDY SKILLS INSTRUCTION ON ACADEMIC PERFORMANCE OF UNDERACHIEVING COLLEGE STUDENTS

Patricia Amyett STONE, Ed.D.
University of South Dakota, 1972

Director: Professor Leo M. Harvill

Purposes and Procedures of the Study

The purpose of this investigation was to determine the relative effects of group encounter, group counseling and study skills instruction on the subsequent academic performance and self-attitudes of underachieving college freshmen.

Stratified random samples were drawn from the total population of freshman students at The University of South Dakota who earned less than a 2.00 grade point average during the fall semester, 1972. These stratified samples contained a balance of males and females, as well as probation and non-probation students.

Students were invited to participate in the twelve-hour voluntary program in a letter from the Dean of the College of Arts and Sciences.

Leaders for the study skills instruction and group counseling treatments were from the population of doctoral candidates in educational psychology and guidance at the university, while the leaders for the encounter group experience were from the population of doctoral candidates in clinical psychology at the university. Each treatment group had two leaders.

Considerable difficulty was experienced in obtaining enough students willing to take part in the study skills instruction treatment. After initially volunteering, large numbers declined to participate when told study skills would be involved. After exhausting the population of students eligible for that treatment (90), the treatment was abandoned.

A full complement of ten students participated in the six two-hour group counseling sessions. Participants in the encounter group elected to discontinue the experience after one six-hour session. A voluntary control group was formed of those who volunteered for treatment, but who did not appear. A random control group was formed when the initial samples were drawn. These students received no treatment.

The main criterion measure was the spring semester, 1972, grade point average, while the fall semester grade point average served as the covariate. In addition, several scales of the Self-Attitudes Inventory were utilized as criterion measures (perceived abilities; wished-for abilities; perceived characteristics; wished-for characteristics; and the discrepancy scales for perceived abilities and wished-for abilities and for perceived characteristics and wished-for characteristics). All participants completed the questionnaire during the week of March 20-24.

The experimental design used was a posttest-only control group form. Statistical analysis for the criterion measure of grade point average was a one-way analysis of covariance. Analysis of the Self-Attitudes Inventory

was carried out through the use of one-way analyses of variance on the previously mentioned scales of the inventory.

To assure that the group counseling and encounter group treatments did not overlap, taped segments of the experiences were judged.

Pearson correlations were utilized to determine inter-judge reliability. To assure that the two experiences were not related, a chi-square test of independence was performed.

Findings of the Study

Results were: (1) There were no statistically significant differences among the four groups on the criterion measure of spring semester, 1972, grade point averages. (2) A statistically significant difference was found to exist for those exposed to the group counseling treatment as opposed to those in the random control group on the perceived abilities scale of the Self-Attitudes Inventory. No other pairs were found to be statistically significant. (3) No significant differences existed among the four groups on the following scales of the Self-Attitudes Inventory: wished-for abilities, perceived characteristics, wished-for characteristics, discrepancy between perceived and wished-for abilities, discrepancy between perceived and wished-for characteristics.

It was concluded that: (1)Freshman underachievers who participate in a voluntary group counseling experience for twelve hours do have a significantly more positive view of their perceived abilities, as opposed to a group who received no treatment and did not volunteer for one. (2) Study skills instruction was not viewed by students in this population as the type of treatment that would be of help to them. Further research is needed to substantiate whether this was peculiar to this population, or more generally applicable. (3) As the encounter group experience was terminated by the participants after only one half of the treatment, further research is needed to determine its impact.

Order No. 72-32,723, 97 pages.

AN INVESTIGATION OF THE RELATION BETWEEN ACADEMIC AND NON-ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF DISADVANTAGED HIGH SCHOOL STUDENTS

Edward Eugene CLOSSON, Ph.D.
St. Louis University, 1972

The present study is concerned with the problems in the area of improving the education of disadvantaged students in the public high school. The study investigated the effects of incorporating an open classroom experience in a special treatment program.

The Problem

It was the purpose of this study to test the effect of an open classroom experience with disadvantaged students in an attempt to see if the open classroom would produce a change in self concept and academic and non-academic achievement. The investigator posed seven hypotheses which would test the concepts to be studied. These seven hypotheses state that positive significant differences would occur in self concept, school attitudes, grade point average, attendance, employment, and drop-out rate after a period of open classroom experience. Comparisons of self concept were made on a pre- to post-test schedule, with an experimental and control group, to measure the significance of the experimental conditions. Comparisons of the remaining variables were made at the end of one semester.

Subjects used were high school students, 16 years of age and older, identified as being disadvantaged. Sixty students were randomly chosen from the one hundred and twenty identified, and placed in the experimental group. The remaining sixty students not selected for the treatment comprise the control group.

Measures used to test change were a self concept test, the Tennessee Self Concept Scale; a school attitude questionnaire; the first semester grade point average; attendance, employment and drop-out record of each student. The statistical measures employed were the t test, chi square analysis, and tests of independent proportion.

Results

Results of the data indicated that (1) there were significant differences in the pre- to post-test measure within the experimental group (2) there was no pre- to post-test difference in the control group, (3) differences in school attitudes were significant, (4) there were no differences on GPA and attendance, (5) there were high significant differences in employment and drop-out rate favoring the experimental group.

Conclusions

Both groups had poor initial self concepts, which supports the theory that disadvantaged students will also have poor self concepts. The experimental group experienced significant gain in self concept over the period of the study while the control group showed no change. No significant changes occured on GPA or attendance although differences were found between the groups on school attitudes. Very significant differences were found on employment and drop out rate. Experimental students acquired proportionally more jobs and dropped out less than did students in the control group.

If, as this study suggests, disadvantaged high school students have poor self concepts, it would appear that the initial focus of remediation needs to be on non-academic factors. The study also suggests that these students may need the experience of an open classroom treatment to help them enhance their self concept.

A STUDY OF THE EFFECTIVENESS OF TWO PROCEDURES OF COUNSELING WITH SMALL GROUPS OF UNDERACHIEVERS WITH AVERAGE INTELLIGENCE IN THE EIGHTH AND NINTH GRADES

Dale Allen SHANNON, Ph.D.
St. Louis University, 1971

This investigation was conducted to ascertain whether different approaches to group counseling had significantly different effects on average ability, underachieving eighth and ninth grade students. The procedures included behavioral group counseling stressing operant learning techniques and social psychological group counseling stressing therapeutic techniques.

Specifically, the investigation was conducted to answer the questions whether significant statistical differences existed after group counseling between the mean scores of the experimental method groups and control group, and between experimental sub-groups and control sub-groups of boys, and between experimental sub-groups and control sub-groups of girls on personal, social, and total adjustment scales of the California Test of Personality (CTP), on the Brown-Holtzman Survey of Study Habits (SSHA), on teacher ratings as measured by the Rating Scale of Pupil Adjustment (RSPA), and on grade point averages (GPA).

The subjects in the investigation were 15 boys and 15 girls selected from a largely middle class suburban community school in the mid-west with IQs of between 90 and 110 as measured by the Lorge-Thorndike Test of Intelligence and an overall GPA of 1.70 or below for three semesters preceding the investigation. Five boys and five girls were randomly assigned to each method group and the control group. For statistical purposes the boys and girls of each group represented the sub-groups.

The experimental groups met for 14 weeks during a 50 minute period each week. The control group received no experimental treatment.

An analysis of variance of the differences between the means revealed no statistical differences between the experimental groups and control groups; however certain consistent patterns were revealed by recording the differences between the means. The behavioral method group and behavioral sub-groups showed consistently more gains than the other experimental and control groups on teacher ratings as measured by the RSPA. The behavioral method group and behavioral male sub-group showed more gains than the other experimental groups and control groups on GPA. The Adlerian male sub-group showed consistently more gains than the other experimental and control groups on CTP measures. Although the consistent trends did not support the hypotheses, the results were encouraging enough to suggest further investigation of the two approaches employed in the study.

Based upon the findings, the following recommendations were suggested for future investigations:

1. Preliminary screening of subjects to determine their readiness for group counseling.
2. Investigations to determine the differential effects of the two approaches on adolescents with different rather than similar adjustment levels.
3. An experimental design to include allotted time for working with teachers of experimental subjects.
4. Increase the length of the experimental period to a period longer than fourteen weeks and/or increase the number of sessions per week to more than one session per week.
5. Increase the experimental group size to more than 10 subjects per group to determine if increasing the size of the group could be a factor in obtaining more significant positive results.

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